
Applied Project Management

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Production of a Promotional Video for NTNU
Project report Final

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1 Introduction

Our project has been based on making a short video that will promote the exchange student program in Norway from abroad, specifically in NTNU's facilities. With this video, we will try to persuade international students abroad to engage with a future nordic study experience in Norway and NTNU in the Trondheim campus. The video aims to show most of the student facilities that make student life at NTNU an excellent experience. The video includes three sections: (1) a welcoming introduction to Gløshaugen Campus in the city of Trondheim, (2) the city of Trondheim's historical surroundings and housing facilities at SIT, and (3) the beauty of Norway and tourist destinations for traveling. Other goals have been to highlight the student association in Trondheim, with Studentersamfunnet, the environmental qualities of the NTNU campus in -Trondheim with the surrounding parks, Høyskoleparkene, and the main student facilities at the campus, as Studentsenteret.

To achieve the success of the project, we have established a main goal or vision that is to inspire international students abroad to study in Norway and Trondheim at the NTNU. The main goal has been divided into three different under/subgoals as Hussein (2018) proposed in his book to achieve holistic success. The first goal is a performance goal; which defines what should be achieved when the project is finished. We expect our project to contribute to the recruitment process of international students to NTNU. The second goal is; an effect measure, which tells us something about the consequences or impacts of the project. The project video serves as inspirational content to experience nordic student life. To strengthen the influence we have based the content on our own experiences. The latest and third goal is a societal goal. The social goal is based on the benefit and value that the project has for society. The nordic living conditions are the project's main focus as they serve as an engagement factor of nordic culture and environment abroad. An analysis of the stakeholders has been carried out during the planning process of the project in order to identify all the various actors who have had an interest in or an influence on the project. This can be viewed in Appendix 5. The main communication strategy has been to (1) To be kept informed with stakeholders as the international student group in Trondheim during the Fall of 22 to be part of the project planning with early feedback, to fulfill claims, and plan user participation with the carried-out survey. (2) To follow up with the main stakeholders, such as the NTNU media department, and develop a Project in compliance with NTNU's cultural and environmental values. The Project aims to meet the requirements of promotional videos that can be hosted by the university and reach the interest of our main target group, the international students abroad.

2 Evaluation of Project management effort.

2.1 Organization of the project group

Our group had defined some of the responsibilities and roles in the pre-report. The project organization of the group has been as follows. During the first group meeting after delivering the pre-report the first distribution of tasks, roles, and responsibilities were implemented. The team members agreed to divide the project development period into three general phases; planning, execution and reflection.

Planning phase

Weekly physical meetings were fixed for planning. During the first meeting, the distribution of tasks was divided in three parts with two group members in each part:

1. Making a task table (**Appendix 5**)
2. Perform a Stakeholder analysis (**Appendix 4**)
3. Research on video platforms, editing programs, film technology and scripting.

This organization of the group members was very good, because it contributed to a much higher degree of an overview of the project.

Execution phase

For the second phase there was a new group meeting, with the new assignment of tasks, roles and responsibilities. The group members were divided into two smaller groups of three people each. The distribution of tasks for the second phase was as follows: one group would work on management, survey, presentation video and initiation of reflection report. The second group would manage the execution of the video script, collection of video footage, prototyping of video editions, research on new video platforms and data analytics from TikTok.

The execution phase turned out to be longer than planned and as a consequence of that, the task table and distribution of tasks, roles and responsibilities had to be reconsidered. A new task table was implemented, and this implementation worked pretty well because all the group members were present in the meeting and agreed. Fast decision-making worked well with the full project developer group present at the meeting.

Another decision that was made was to make three shorter videos instead of a long one. Data analytics from the survey and TikTok testing helped the group to assess the arguments for change. The data analytics showed the operations of the TikTok algorithm and how it could work better for our project to have a greater impact and better results for the deliverables. It can also be seen that by taking into account what content users want to see about Trondheim (using the answers belonging to the form), the visits have increased exponentially.

Reflection phase

For the third phase the group met again as planned, entering the last phase, the reflection phase, while the execution phase was still overlapping. Because of the overlapping phases, we had to rearrange the distribution of all the pending tasks. The distribution of the writing themes in the reflection report was done to match the team members' experience during project development so that they could reflect on it.

2.2 Risk management

Our group has addressed risk management using the four-stage process described in Pinto (2013). As the pre-report showed, the execution of the three first steps in this process resulted in a table showing what we believed to be the most relevant risk factors, their severity for the project and a strategy to overcome them. What is yet to be addressed in this final report is the fourth step: Control and Documentation.

Given the characteristic of our project, being a school project, the severity of our risk factors was not too high. The project has no financial risk and also a very low degree of other risk classification clusters such as technical, commercial, contractual or legal risk. It is therefore very difficult to determine the degree of effectiveness of risk management.

However, we believe that the risk related to communication difficulties within the group was a good factor to address at the outset. Just the awareness of that being a risk factor, was something that we believe helped us during the project. Even though we never carried out our strategy of having a social meeting in week 39, we had one person that took the responsibility for maintaining good communication in our communication platforms.

2.3 Communication plan

The communication plan in our project was well executed. Our google drive with documents such as the pre-report, the stakeholder mapping, surveys and its results, the task table, etc. has always been available to all group members. Furthermore, we have maintained weekly communication in a WhatsApp group, where we have updated each other on tasks that are done and other information of significance.

For example, once the person that had the responsibility of making and publishing the survey was finished, the link was shared in our group chat. The rest of the group members then shared this with their own groups of friends, mainly exchange students, on whatever social platform they used the most. The same was done every time a TikTok video was published; group members were notified in our chat and then shared it with other friends.

We didn't communicate very well when it came to our motivation and expectation for the project. Whether this is something that should be addressed in a communication plan, we are not quite sure, but we think that we would have benefited from it if we did it.

2.4 Success criteria

According to the originally stated success criteria (and to our original plan), our mission statement in the pre-report has changed slightly during the process. The type of project is overall the same as stated in our rationale. Changes have been implemented during the process after working with research, surveys with end users and data analysis. A success criteria has been to successfully publish our videos, and that our videos until now have got around five thousand views.

Other than measuring our success in views on the videos, we do struggle a bit to measure the impact of our product. This could have been measured better if we for example had executed a new survey after the videos were published. With this, we could have a more accurate measurement of the impact of the videos.

We evaluate our project management effort as successful (One “x” for each group member) (Figure 1)

Scale	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
Your response			xxx	xxx	

Figure 1: Project management effort evaluation

3 Evaluation of the impact (Project success).

It is important to do this kind of project because it can help entities to promote themselves thanks to social networks. Advertising is important, if you are not visible on social networks, you don't exist. The project also contributes to cultural and economic development, by bringing people into the country.

The target audience that we want to address are English speaking university students from all over the world (since exchange requires a minimum level of B2 in English). The average age we are looking for is between 18-30 years old, a normal age to study for a master's or bachelor's degree. Our target audience will be people with an adventurous instinct, willing to get out of their comfort zone, eager to travel and discover new places. The platform selected was Tik Tok because it has the largest and most viral community among media platforms. Greater influencers in social media as ELRUBIUS (a Spanish-Norwegian YouTuber), pewdiepie (USA YouTuber) said that if they had to start from zero they would use TikTok. This application works without the need for a consolidated community, so it can reach many people.

For the content, based on promoting the NTNU, different ideas were tested with a survey. The end result was to show three different aspects that make Norway stand out: Student life, Norwegian beauty and nightlife. About the length of the video, was to include the three ideas without getting too long. We tested with a personal account (#richmoretv), with six years experience on Tik Tok The first test video was 1:55 minutes long, showing a collage of images of the three main decided contents with statistics of the video testing, shown below in the figure.

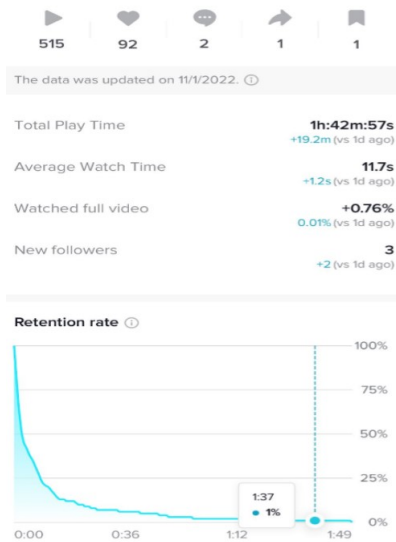


Figure 2: Tiktok Statistics: part 1.



Figure 3: Tiktok Statistics: part 2.

We can see that more than 50% of the viewers drop out within five seconds and 1% stayed and watched the whole video. Our target audience around 90% only manage to see us from 5 different countries. Looking at the Tik Tok statistics we concluded that the video was too long and that we are not able to connect with the audience. An adaptation of the main video, shorter and with spectacular and engaging images at the beginning was the solution. The second test 29.7s long had more interaction with the audience because of the use of tags. Statistics from the second video testing are shown below.



Figure 4: Tiktok Statistics: part 3.



Figure 5: Tiktok Statistics: part 4.

In this case more than 40% of the viewers stay until the middle of the video and 25% stay for the whole video. We observed that the audience between 18-34 years old is higher and the countries that watch us are 5, leading above all Spain. In conclusion, fun hooks at the beginning of the video have a higher retention. Still we do not get the viewer to stay until the end, but now we know that shortening the video has been a success. The Spanish audience is large because the testing account belongs to a Spanish Tik Toker.

The tests have defined the parameters for the videos: three videos about Student life, The beauty of Norway and the nightlife with an average duration of 25-30s and with images that hook from the beginning. For the second one, a large number of shots were used: footage was

complicated and we opted to change the length by speeding up images in order to make it more dynamic and entertaining.

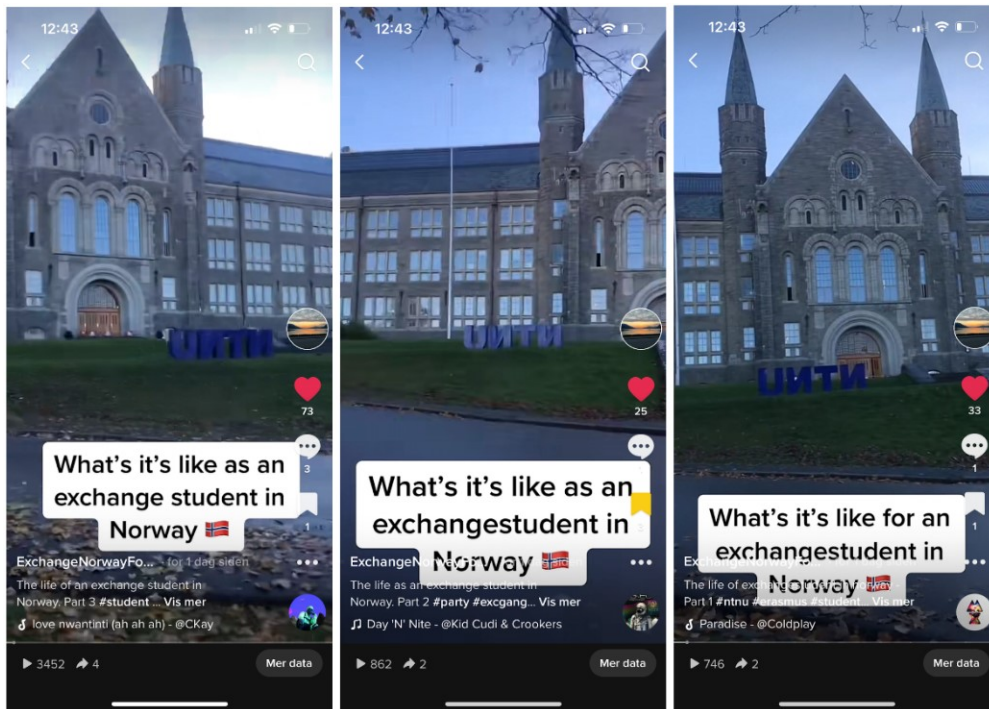


Figure 6: Tiktok videos.

With our final product we believe that we have been able to show the knowledge gained in the previous tests and we have ended up with the best version. The three videos have been published in a new account created by us "[@ExchangeNorwayForTheWin](#)" and we have published them in three different days to generate expectations. The last video analytics shows more than 3450 views. as it is the one that has been published first, as can be seen in the image of the figure 6.

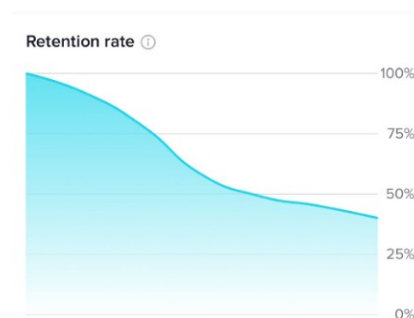


Figure 7: Tiktok Statistics: part 5.

On figure 7 we see that the audience retention curve is more rectilinear, which tells us that we can attract the viewer from the beginning. If we lose viewers it is because they are not interested in the topic. A percentage of the 40% of the viewers have stayed to watch the entire

video. The new public is larger, from more than seven countries and with very well diversified percentages. To sum up, we conclude that the final product has been successful for the target public.

We evaluate the quality of our final results as outstanding (One “x” for each group member)

Scale	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
Your response			xx	<u>xxxx</u>	

Figure 8: Evaluation Table.

4 Factors that have contributed to failure/success

Factors that contributed to the success of our project are listed below. The factors are discussed in relation to the factor list in Hussein (2018) pp-92 and discussed in relation to our project. Commitment to project management, writing of task tables, and group discussion have been effective for our project’s success. Early planning, clarity of roles and responsibilities, and loyalty to the decision-making, have been success factors that gave life to the project. Pre-report and early feedback have also been success factors that helped us as a team during the process.

The developer group has gained insight into project management during project development, open to new possibilities for development coming from research and data analytics. Project management has been approached with an agile project organization and project management. New changes have been set up under the process with new task tables, time adjustments, and responsibilities and roles that have contributed to project management success. Project management with decision-making authority and appropriate project organization structure has been implemented during the process. Decision-making authority has been developed with weekly group discussions and the setting up of task tables. Task tables are as close as we can get to authority in our project development group. The developer group has stayed committed to the task tables’ distribution of roles and responsibilities. Decision-making has been based on assessment from data analytics. The organization has been broken down into smaller groups under the process. The new structure in smaller groups has been a management success factor.

Mindfulness, over-optimism, and assumptions, have been tackled with project management, and the involvement of stakeholders. A survey and research contributed to contrasting over-optimism with real data- analytics, showing us stakeholders’ interest and benefits from tik-tok algorithms. Research has shown us that NTNU media has recently joined Tik-tok under the Pandemic. The account premiered on the sixth of august 2020, post-Lock-Down but there were no videos for international students at the moment. We expect our videos to be a useful resource for targeting international students to the NTNU on the internet.

Skills, knowledge, and competence in management and project teams, lessons learned from previous projects, and clarity of purpose and objectives helped management and project teamwork. Existing skills within the group, skills to be acquired, and equipment to acquire were discussed in meetings. Initial objectives have contributed to clarity for end results and have raised the possibility to apply skills learned from previous projects. A clear management plan in three steps with monitoring has kept alive initial objectives during the execution phase. The team has stayed engaged during the execution phase with focus discussions and directions in meetings. The initially planned phases have suffered an overlap in scheduling a deviation but have been tackled with success. Group agreement and trust have been crucial in decision-making.

Alignment of the organization to project purpose, communication of the importance of the project to the organization, structural risk management process, and transparency (open and inclusive communication on all levels) has been a success factor in our project. The research and data analytics has assessed our communication about why decision-making has been relevant to our project. The new media platforms used in our project are young and are becoming more relevant among international students. The platform has shown us good data analytics and it's been easier to communicate outward with real data facts. The motivation of the project team and management team, flexibility, adaptability, autonomy, addressing problems as they arise, and proximity to end users, management, and human resources helped a great deal and were definitely part of the success factors. The project team has been highly motivated, the management has run close to the team. Management has been part of group discussions and has responded to the team's aspirations and skills. The mission statement and project development have been developed with adequate documentation and reporting, timely information flow, and established routines for deviation/change control. The team members in project development have attended meetings and communicated through digital tools such as WhatsApp and Drive.

With trust between the team and client, stability and continuity of project organization, and collaboration within the project organization the group has worked as a team. The team has built up trust with a strong mission statement and a task table adapted to the mission. All team members have had a share in the group discussions. Management of meetings has been successful. Collaboration has been effective, described as a success factor from project management.

Collaboration with stakeholders, the project team, and the end users of the project has been a success. We have communicated with end-users using a survey. With the owner we communicated with a pre-report, and mission statement. Feedback was implemented, contributing as success factors in the project. Communication with the project developer team, and weekly meetings and an online communication platform have been used under project development.

Deviations in planning have been tackled with flexibility. The research phase has assessed us with new data to accomplish our mission. Original mission statements have been changed under the research and execution phase. A flexible approach with new proposals as the use of the tik-tok platform that responds more effectively (the algorithm of tik-tok is more efficient) we can reach more international student groups with the selected final platform.

In the Figure 1, we are grouping the success factors related to project management, process or project success.

Management success	task table, roles within the group.
Process success	weekly meetings, effective communication.
Project success	deliverables, a new platform with a better algorithm, flexibility.

Figure 9: Table of factors that have contributed to failure/success of the project

5 Most important lessons from your project.

During the development of our project, we have had some ups and downs, big steps and small steps, but all in all they became part of a great learning journey. For the outcomes, we have learned some important lessons we would like to share with future students. With A first-hand experience with the subject of applied management, we feel more than qualified to give some insight from the process:

1. Have real expectations of what your final product will be. Consider group members' skills, willingness, time disposition, and resources, each will put into the project. These factors will help you to organize things in a better way, as well as to be more in tune as a group. Sharing the same objectives lowers the chances of inner disputes within the group, and prevents future misunderstandings and disappointments.
2. Think of your advantages as a group, such as diversity, technical knowledge, shared interests, or others to come up with a product that suits you. For example, building an app will be much harder for you if no one in your group has the technical ability and the know-how to do so.
3. Get to know each other and start building relations between group members. Teamwork is a big part of the project and a good working environment will greatly help to get a good job done. On the other hand, if you have work to do, you may as well have fun while doing it.
4. Planning is an important factor for success, and it is key to being constant. Monitoring the planning periodically in each phase of the project is a key factor for success. to take action and reorganize in time can be necessary. The due dates are not flexible and you have to get the work done.
5. Leave time at the end of your project to evaluate before the delivery date. There are different phases in this project and in the final phase, you have to deliver a reflection rapport together with a video explaining your project and project development experience. That is more than one task to deliver. As you have to make a video, it is important to finish your project in time, so you can reflect on it in the video.
6. Try to journal your way through the project. This will come of great use in the last steps of the deliverables.

6 Reflection on learning and unlearning

6.1 What we learned during the project

New technologies

One of the great skills that we have obtained in this project is the ability to analyze, synthesize and disseminate information through new technologies :

1. **Video editing:** Although this field is a little far from the knowledge that we acquire throughout the degree, it can be a good tool for the future when we want to communicate information about the projects that we will develop throughout our working life.
2. **Launching multimedia content on different platforms/social networks:** This is another great tool that together with the previous point can help us to make ourselves known so that our work can be recognized around the world.
3. **Creation and configuration of a form to collect data and improve our project:** One of the most valuable lessons we have learned is the great value of data. Such as collecting information that would tell us what content would benefit our final product the most: If we showed images of what students who want to do an academic exchange in the city of Trondheim are most interested in, our video could become more viral and reach more people who might not have as a first choice to study in Norway. In this way we would be maximizing the options to promote NTNU and all that it encompasses.

From the form, we have obtained valuable information that we have been able to use to subsequently create the appropriate content for the users. The conclusions we can draw from the above graphs is that more than 60% of the respondents have ever received a promotional video from NTNU or Trondheim (Figure 10) and also the level of satisfaction of these is high (Figure 11), as no one has voted a value lower than four in the scores.

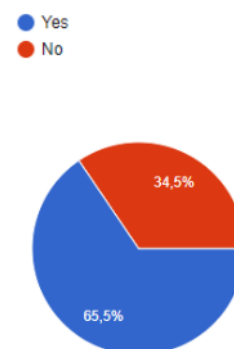


Figure 10: proportion of respondents who saw the promotional video

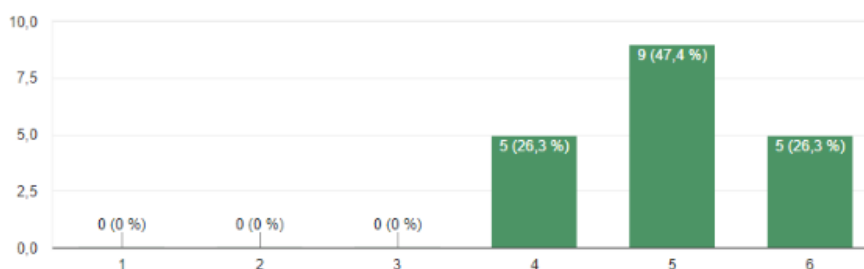


Figure 11: Level of satisfaction of the video

In the Figure 12 we can see that users consider content related to student life, student organizations and tourism to be of greater importance. However, not much content about the native language of the country is expected to appear.

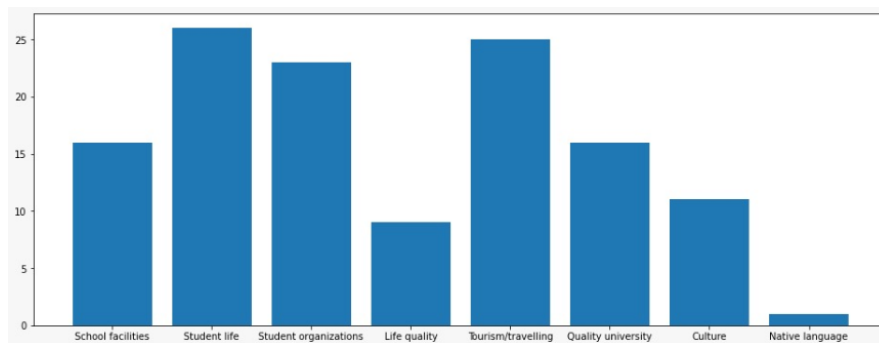


Figure 12: Content preference

Norwegian culture

As a side effect, we got to know part of the Norwegian culture, places and traditions. After all, the group is mostly composed of academic exchange students and therefore we did not have so much information about the city of Trondheim and the country it belongs to. Therefore, we had to soak up everything that surrounds Norwegian culture in order to offer the best possible result when shooting the videos for the final product.

6.2 What we had to unlearn

1. **Advance alone in the project.** The fact that each member of our group comes from a completely different study program has been a strength for the group but also a weakness. Indeed, during our first meetings, which consisted of defining our project and the means to be put in place to achieve its success, it seemed obvious to us that the best way to proceed was to divide the project into distinct tasks to be carried out. Each member would then have an assigned task that best corresponds to his or her field of study and that would be it. However, this method was not very effective because each member was working alone on his or her part of the project; teamwork was therefore neglected. For the rest of the work, members had to unlearn the practice of working alone on their assigned part of the work.

Instead, we implemented a collaborative system where each member of the team read the work done by his or her colleagues in order to provide feedback in writing or at the next meeting. In addition, instead of breaking the project down into smaller parts to be completed by one member of the group, we divided the project into larger tasks to be completed collaboratively by several group members.

2. **Avoid confrontation.** A group where everyone always agrees seems to be the best thing for a work. This is not always really the case. Indeed, the confrontation of members' opinions can be beneficial for the whole group. So we had to unlearn this attitude of avoiding confrontation.

At the beginning of the project, the associates were mainly learning to know each other better, to set the first objectives necessary for the good realization of the work, but the members did not really find their place in the group yet and did not dare to confront their opinions. The group then went through the phase of confrontation of ideas where it was possible to perceive the real expectations and personalities of the members. This stage was however very positive for the team, which was able to better clarify which role was best suited to which member and, above all, it allowed for a surge of creativity thanks to the sharing of knowledge by everyone.

3. **Do things at the last minute.** Our group was one of the last to be set up, which did not leave us much time to meet the first deadline (the submission of the pre-report). Taking it at the last minute does not allow for good communication between team members and does not allow for quality work. Since then, thanks to a good division of tasks, respect of the schedule and efficient communication, we have always managed to stay on time for our work.

7 Acknowledgments

We would like to thank all the Exchange students that participated in the survey and giving us the data we needed for making a suitable video.

References

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Appendix 1: Pre-report

Type of product

In our group, we have chosen the product-based task, task A. Our project will be based on making a short video which will promote the exchange program in Norway, specifically at NTNU's facilities. With this video we will try to persuade the students by showing the facilities and the facilities that NTNU offers to the exchange students. The warm welcome people receive will play a key role. On the other hand we will show the beautiful city of Trondheim and propose activities that are unique. We will also highlight the student associations and the projects they carry out to which everyone is accessible both collaboratively and by taking part in the proposed workshops.

Expected benefits of the product

There are three main benefits expected from this project. One of the main benefits of this project will be the creation of a space where we can mix cultures, languages, traditions, etc. from other countries. Generating this event can be a way to create international relationships between students, which are often more complicated due to language and cultural barriers.

Secondly, creating a united community of students can help those who are far from home to feel accompanied and able to express what they feel: sadness at being separated from their friends and family, happy to live in a different country than the one they usually reside in, etc.

The clearest benefit is that this video can also help NTNU become known in other countries where the university is not as popular and where students will feel comfortable coming to study with an exchange program.

Stakeholders

For this project, the main stakeholder is NTNU University, more specifically the department in charge of the promotion of exchange students. To involve this stakeholder, we intend to analyze the existing promotion videos and show them the relevance of making a new one. Conducting

qualitative or quantitative surveys among the students could also help the university realize the usefulness of such a project.

In order not to have too many differences between the university's requirements and our final product, we plan to conduct interviews with people who are responsible for promoting exchange students within the university. Throughout the project, we will continue to communicate our ideas to our stakeholders to make sure that our ideas are in line with their expectations.

Other stakeholders could be organizations like ESN that are trying to motivate students to study abroad. Our project could be used to illustrate to them what an Erasmus in the city of Trondheim could look like. Once the project is finished, they could share it on their websites or social networks. If the idea is successful, in the future this can be interesting for other universities that belong to exchange students programs.

Project risk assessment plan

When addressing the risk management of the project, our group intends to more or less follow the four-stage process described in Pinto chapter 7. In the first step, risk identification, we had a brainstorming in our group where everyone came up with different risk factors. After the brainstorming, we continued on with the second step, and analyzed the probability and consequence of each factor. Each factor were assigned a color, according to its severity in the matrix given in the lecture. (Figure 1)

When all risks were analyzed, we choose to address the four most severe risk factors, and think of potential strategies to minimize their severities. The complete table with our four most severe risk factors, their rating in consequences and probability (cons. and prob.), strategy to reduce their severity, and our

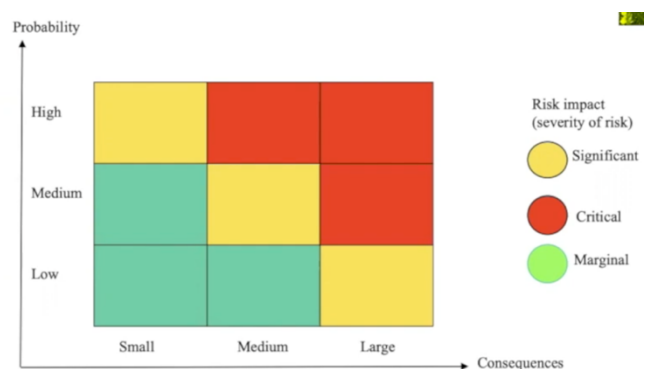


Figure 1

final assessment on their consequence- and probability rating (new cons. and new prob.), can be viewed in [table 1](#)

Table 1

Risk factors	Cons.	Prob.	Strategy	New cons.	New prob.
Communication difficulties within the group: We are a group with four different nationalities, and we have not yet had really good time to get to know each other.	high	medium	Team building: the group will meet one day in week 39 and do something social and not school-related activities.	medium	low
Exceeding the established time limits due to setbacks	medium	high	Awareness of the time limits of all relevant project	low	medium
Technical difficulties: We might need to use technologies such as video editing programs that we haven't used before	medium	medium	One or two group members with the most experience is assigned to do the work with these technologies	low	low
Contractual/Legal risk: for example using music in the video that is copyright protected.	low	medium	Awareness of this topic, and designate one group member with focus on this issue.	low	low

The strategy of our risk management, needs to be tried out and evaluated during the project. They also might need to be changed. This will be something that the group will address in our final report as step four of the four-step process: Control and documentation.

Acquired skills

When discussing what skills we need to acquire in order to produce this product we came up with multiple skills. These were narrowed down to the following four skills:

- **Leadership:** Leadership is much needed in most projects and is the only way of building commitment within the team. It will help us to carry on the activities needed and to keep up with our schedule.
- **Scheduling and time management:** As in any project, there are deadlines and time constraints. It is crucial for our team to have good scheduling and time management practices if we want to achieve our objectives.
- **Effective communication and good group dynamics:** Throughout the entire project there will be a need to do several activities simultaneously and each one of them will be

dependent on the other, thus effective communication and having good group dynamics will be essential.

- **Technical know-how:** to move the project toward completion we also need the technical know-how to master skills such as directing, filming, editing and social networking.

Project Structure and Schedule

The main tasks we have to develop throughout the project are:

- audio: we have to find a background song that fits the context of the video, in addition to maintaining the quality when recording the video.
- spot: we have to find a location (preferably at NTNU) where we can record the video.
- script: write what and who is going to say each line.
- material: find the necessary material to record the video, dress up if necessary, gather the people.
- diplomacy: one of us will be in charge of talking to NTNU for the realization of the project, as well as finding the necessary permissions for the other tasks and also communicating with the teacher of the subject.
- editing: edit the video, add subtitles and background music, modify the volume, add text or other special sounds, etc.
- social networks: publish on Instagram, TikTok, YouTube and Facebook the video checking that everything is in order and controlling the interaction of users in the comments.

To carry out all these tasks, we have organized our schedule as shown in table 2 (next page)

Table 2

Date	task description	Duration (days)	Predecessor (which task has to be done before)
2/10- 7/10	Write script of the video	5	Choose the idea and write/submit the pre-report.
5/10- 7/10	Talk to NTNU for permissions	3	
10/10- 14/10	Choose the spot and adapt the script to that spot	5	Write the parts of the report related to the script.
17/10- 21/10	Organize the meeting and launch it to social media	5	Write the parts of the report related to the spot.
24/10	RECORD VIDEO	1	Having written the script and chosen the spot
25/10- 28/10	Edit video and prepare it to launch it to social media	4	Video recorded. Write the report with the information of the organization of the meeting and social media advertising.
03/11	DEADLINE for submitting ProjectAssignment Report	-	Report done.
10/11	DEADLINE for peer-review assessment of Project Assignment	-	
17/11	Overview and feedback on project assignments reports	-	

Important success factors

Underneath, we have listed five success factors that we believe are essential in order for us to succeed with our project.

1. **Breakdown and assignment of roles:** The breakdown of the project will allow it to be divided into work units that can be managed and understood by all team members. Moreover, assigning roles is important for the good management of the project.
2. **Estimation of loads:** The workloads were estimated on the basis of the different tasks to be carried out in order to have a precise planning of the different phases and to better allocate the different human resources.
3. **Scheduling:** As far as project scheduling is concerned, it allows to set up the sequence of execution of the tasks in order to reduce the time of the project and to avoid the possible risks of failure.
4. **Time management:** Time management is something important because it allows you to become more efficient and productive, to free up time and to relieve stress. To do this, the different tasks to be done must be identified and analyzed in order to determine the degree of urgency and importance of each of them.
5. **Project calendar:** After establishing the project schedule, it is then possible to set up the project calendar in order to have a precise schedule of the dates of each task to be carried out. To do this, two principles are possible: the precautionary principle, which consists of planning the tasks as early as possible in order to use margins to absorb risks, or the economic principle, which consists of planning the tasks as late as possible in order to smooth out the consumption of resources.

Roles and responsibilities in the project

We have decided that we all consider ourselves as project team members. And within our team we have some responsibilities that have not yet been fully addressed, but that we need to address in the near future.

One of the team members has the responsibility of facilitating every physical meetings. This includes booking a suitable study room with space for everyone and setting an agenda for the meeting. Every team member has a responsibility to keep up with the project plan, project schedule, and all the other day-to-day (or week-to-week) details of the project. However, this facilitating team member has a slightly more responsibility to keep up with this, and is therefore in some way the closest we get to a project leader of this team.

Other responsibilities include solving different project objectives and completing tasks of the project. For instance there will be a team member responsible for the video editing, filming and audio, and one team member needs to be responsible for the script and storyline of the film. Another team member will be assigned the responsibility of creating and maintaining communication with our main stakeholders (NTNU). Basically, all our main tasks in the project schedule will have a team member that has been assigned the main responsibility, and will of course have other team members helping him/her if needed.

Which one of the team members gets assigned to which task, needs to be decided with respect to factors such as total workload, our strengths and weaknesses, and the project schedule. We want to be able to play on each other's strengths, and make the project schedule with respective responsible team members as optimal as possible. This task will be some of the first things we do at our next meeting.

Communication plan

All group members are entitled to maintain good communication within the group. Members with designated roles and responsibilities are obligated to inform the rest of the group whenever there is progress with the project, whenever issues occur and whenever there is anything else of significant importance that all group members should know.

As we are just a small group/team of five people, the WhatsApp-group is a suitable platform to deliver short update messages, and if there is something of a somewhat bigger scale that is to be communicated, we use Google Docs to share documents. Furthermore, Google Docs should include a document with the project schedule, that should be updated whenever a task is finished, a new task is added, or anything else relevant updates regarding the tasks.

We are all responsible to strive for a good working environment, and every potential feedback to other group members should aim to encourage and help each other, rather than being judgmental and rude.

A communication plan with the stakeholders is not addressed because we have not yet reached out to them.

Appendix 2: The Product

Here is the link to the TikTok account where we have published three videos:

<https://www.tiktok.com/@user4363790115776? t=8WyjZD8ZqsQ& r=1>

Appendix 3: Presentation Video

Here is the link to the Presentation Video published on Vimeo:

- <https://vimeo.com/766760735>

Appendix 4: Stakeholder mapping

An analysis of the stakeholders is carried out during the planning part of the project in order to identify all the various actors who have an interest in or an influence on the project which is planned. A promotion video of the Erasmus Mundus Program at The Norwegian University of Science and Technology NTNU in Trondheim. This analysis can be performed in different ways, for this purpose, we will be taking a 4-stage interest analysis (Leikvam, Olsson, 2018).

1. Identification of stakeholders
2. Mapping of interests in relation to the project
3. Assessment of the stakeholders' attitudes and behavior
4. Communication plan with stakeholders

Step 1: identification of stakeholders

The table below identifies various stakeholders who are connected to the project development. The stakeholders are grouped according to their proximity to the project (Kårstad, 2019).

Table 2: Stakeholders in the development of a promotion video of the Erasmus Mundus Program at The Norwegian University of Science and Technology NTNU in Trondheim for viewing abroad.

Stakeholders	
	Inner core (project group)
Project owner	<p>Client (NTNU, Department of Erasmus Mundus Program abroad), TPK5100 Praktisk prosjektledelse (2022 HØST) Teaching Staff, Bassam Hussein, Student Assistants, Bjørg),</p> <p>Project developer (TPK5100 Praktisk Prosjektledelse (2022 HØST) Random PA group 1 Laura Concepción Salguero Vidal, Paula Maria Lloveras Caminos, Marius Solheim Bjørke, Felipe Andres Bascunan Prain, Ricardo Daniel Chavez Cadena, Theophile Robin)</p> <p>Management in project implementation (NTNU, Department of Erasmus Mundus Program abroad, (Universities abroad, Departments of Erasmus Mundus Program abroad) Spain, Bélgica, Chile, Rest of the world. Intermediate, not direct clients</p>

<p>Owners of screening channels</p>	<p>Client (NTNU, Department of Erasmus Mundus Program abroad)</p> <p>Management in project implementation (Universities abroad. Departments of Erasmus Mundus Program abroad) Universitat Politècnica de València Spain, Politecnica de Bilbao UPV /EHU Euskal Herriko Unibertsitatea Spain, Technical University of Munich Germany, Université de Namur Belgia, Universidad Técnica Federico Santa María Valparaíso Chile, Universidad Politécnica de Madrid UPM Spain,</p> <p>NTNU, ESN, Trondheim Municipality Trøndelag County, Den Norske Turistforeningen (DNT),</p> <p>Youtube, Instagram, Tik Tok,</p>
<p>Financial institutions/ Sponsors/ banks/</p>	<p>Clients (NTNU,)</p> <p>Management in project implementation (Universities abroad. Department of Erasmus Mundus abroad)</p> <p>Youtube Tik Tok</p>
<p>Contractor/ Video Architect / Advisory</p>	<p>Developer (professional competence in development) / Video manuscript, Video shoot, Video music, Video edit,</p> <p>Project development, BVP, common goal development, and analysis needs.</p> <p>Project developer (professional competence in development) / Video manuscript, Video shoot, Video music, Video edit, (TPK5100 Praktisk Prosjektledelse (2022 HØST) Random PA group 1 x6 students; Laura Concepción Salguero Vidal, Paula Maria Lloveras Caminos, Marius Solheim Bjørke, Felipe Andres Bascunan Prain, Ricardo Daniel Chavez Cadena, Theophile Robin,</p> <p>Advisory board, TPK5100 Praktisk Prosjektledelse (2022 HØST) Teaching Staff, Bassam Hussein, Student Assistant Bjørg),</p>
	<p>Must deal with</p>

<p>Public authorities (Approvals, permits)</p> <p>Legislations national and international</p> <p>Others from the public - and the private sector</p>	<p>The state and international legal administrators are central to the project as this is the first appeal</p> <p>National and international authorities on audiovisual production regulations and hosting audiovisual regulation</p>
<p>Competitors</p>	<p>Agents with the same choice of concept for the development of audiovisual, name a few, x6, NTNUstudent on youtube, NTNU on youtube,</p> <p>Audiovisual actors, name a few</p>
<p>Customers/users/ / (end users)</p>	<p>Student groups with interest in Erasmus Mundus program abroad, specific groups, specific universities, enrolled at Universities, Germany, Spain, Chile, Belgia, Universitat Politècnica de València Spain, Politecnica de Bilbao UPV /EHU Euskal Herriko Unibertsitatea Spain, Technical University of Munich Germany, Université de Namur Belgia, Universidad Técnica Federico Santa María Valparaíso Chile, Universidad Politécnica de Madrid UPM Spain,</p> <p>Student groups with interest in Erasmus Mundus program abroad, Rest of the world, generalization</p>
	<p>Project-specific stakeholders</p>

<p>Students group who haven't taken into account Erasmus Mundus Program yet,</p> <p>Private individuals that have access to the web through google search globally,</p>	<p>Involve general students from the different universities abroad early in the process with information and surveys. Inform them about the development and how they can improve it with feedback by responding to a survey,</p> <p>Involve departments in charge of the Erasmus Mundus Program abroad. Establish dialogue with possible participant departments, in the early stage,</p> <p>Involve general student organizations at NTNU that receive students when they are in Trondheim.</p> <p>Involve private individuals that can give feedback on the development of the project as external viewers.</p>
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Step 2: Stakeholder mapping

The project's stakeholders (shown in table 2), involves several parties. To easily keep track of the various stakeholders, they are divided into different categories. The following matrix presents the different stakeholders involved, divided accordingly to which degree of influence and interest they have in the project.

Table 3: Stakeholder matrix showing the degree of interest and influence.

		interest	
		low	high
power/ influence	low	<ul style="list-style-type: none"> General students from different universities abroad not interested in the Erasmus Mundus Program Media Coverage/ Social media/ Youtube, Instagram, TikTok, Facebook, 	<ul style="list-style-type: none"> Students from different universities abroad interested in the Erasmus Mundus Program Departments Erasmus Mundus Program abroad from the rest of the world Competitors on promotional video production
	high	<ul style="list-style-type: none"> Audiovisual production Regulations authorities nationals and internationals Hosting audiovisual regulation authorities national internationals 	<ul style="list-style-type: none"> NTNU department of Erasmus Mundus Program Departments of Erasmus Mundus Program abroad. Spain Bélgica, (Europe), Chile (Rest of the world),

Step 3: Assessment of the stakeholders' attitudes and behavior

As mentioned earlier, different stakeholders have different motivations, power relations and action taken within the project. All the various factors identified, are collected and included in a strategic plan designed to follow up with the stakeholders during the project development. The audiovisual project of a video promoting the NTNU Erasmus Mundus program abroad. This makes the NTNU and the four selected main Universities abroad very central actors in the management of the implementation of the project. These stakeholders will decide on screening the video through their online platforms and share it on their social media networks. These main stakeholders are able to stop the development of the project in the early phase. Another crucial factor for the project is the time estimation to develop the product in time. For example, the main project developer group requires professional audiovisual skills to fulfill the project requirements within the time estimated.

Table 4: Overview of Stakeholders

Stakeholders	Motivation, self-interest	Power, the possibility of influence	Communication Plan
NTNU department of Erasmus Mundus Program Departments of Erasmus Mundus Program abroad x4 Spain x2, Belgia, (Europe), Chile (Rest of the world),	The universities's value development Wants organizational marketing with nordic culture and environment profile values, NTNU Knowledge for a better world Attract international students engaged in nordic culture and environmental values Make the information accessible for students	Power over screening the video on the universities web platforms	Followed up Project to be developed in compliance with nordic culture and environmental values, Project to meet the requirements of promotional videos that can be hosted by the university
General students from different universities abroad not interested in the Erasmus Mundus Program	Students who are not yet demonstrated interest in the culture and nordic environment as a possible destination for Erasmus Mundus Program at NTNU	Negotiation position. To ensure students' early motivation to study abroad in the Nordic region as a destination. Ensure the first choice,	Is monitored Bargaining power with engaged students can be counteracted by having more candidates. Done through early involve students who have still not shown interest in the nordic

Media Coverage/ Social media/ Youtube, Instagram, TikTok, and Facebook,		and attractiveness of nordic destination as a main goal for the project.	destination. Clarification of expectations.
Students from different universities abroad interested in the Erasmus Mundus Program	Students with an environmental and cultural interest in the nordic	Negotiation position. To ensure students can Early show motivation to study abroad in the Nordic region as a destination. Ensure first the choice and attractiveness of the Nordic destination for the project.	Kept informed Planned meeting activities, early feedback, fulfill claim and plan user and participation with surveys.
Audiovisual production Regulations authorities nationals and internationals Hosting audiovisual regulation authorities national internationals	Positive with a good reputation followed by the State Administrator and international regulation authorities.	Can file objection on the project. The system of objection has its purpose to ensure that significant interests, both national and international are taken care of .	Keep satisfied Consideration of consultation input. Positive with positive media coverage.

Step 4: Communication design plan for stakeholders

An essential part of the project is to follow up with all the stakeholders during the life of the project. One way this can be done is by following a plan design structure. The planned system can be using surveys to communicate to end users, on how stakeholders' can condition the project during different project stages. This can for example be carried out during execution phase to better understand end user behaviors towards the end product. Another plan is to establish communication between the project developer and the project owner. (developer team and teacher team). At last t he project developer group will be updated every time the project enters a new phase, and before a possible critical point. If the

project needs feedback, the project's reference group (teacher group), can be called up for suggestions.

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Leikvam, G., og Olsson, N. (2018). Eiendomsutvikling. 2. utg. Bergen. Fagbokforlaget.

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https://www.regjeringen.no/contentassets/b1752a6a42f84a88a9595a4061956b43/no/pdfs/reguleringsplanveileder_sept_2018.pdf (Hentet: 14. oktober 2021).

Appendix 5: Task table

No	description	duration (hours)	predecessor	(main)Responsibility	Details
1	Project start	0			
2	Project initiation	2	1	Everyone	Development of initial goal and specifications.
3	Pre-Survey	2	2	L	To find out why this product is needed
4	Stakeholder mapping	2	2	P	Communication plan with Stakeholders
5	Project plan	2	2	M	Define responsibility, make a schedule
6	Research on promotion videos	1	3,4,5	F,R	Find inspiration and consider what kind of technology ans skills is required
7	Video "scripting"	2	6	R,F,T,	How is our promotion video going to look like.
8	Research on editing programmes	1	6	R,F,T,	Find out what kind of program we will use for editing, and if this is someth
9	Filming	4	7,8	R,F,T,	Follow the videoscript and requirements from research on editing program
10	Film editing	20	9	R,F,T,	
11	Promotion Video published	1	10	R	
12	Post-Survey (?)	1	11	?	To find out if the product have delivered its intended objectives
13	Project reflection	3	11	Everyone	
14	Presentation video research	1	5	M,P,L	How is our presentation video made. Animation? Real footage?
15	Presentation video script	4	13,14	M,P,L	
16	Presentation video filming	?	15	M,P,L	
17	Presentation video editing	20	16	M,P,L	
18	5 min presentation video finished	0	17	P	
19	10 page project report	10	13	Everyone	
20	Project Finished	0	20,21		